

**St Matthew's
Church of England Primary School**



**School Improvement Plan Summary
2015-2016**

Priority 1: Standards and Achievement

Priority

- Achieve targets set for EYFS, KS1 and KS2

Success Criteria

Key Stage One

Key Stage 1 Attainment Targets		2016 Target	
		Pupils	%
Reading	% Expected	19	63
	% Exceeding	5	17
Writing	% Expected	17	57
	% Exceeding	4	13
Maths	% Expected	19	63
	% Exceeding	5	17

EYFS

56% to achieve a good level of development

Phonics

75% to pass the Yr1 phonics screening test

Key Stage 2

Key Stage 2 Attainment Targets		2016 Target	
		Pupils	%
R,W & M	% Expected	24	80
	% Exceeding	6	20
Reading	% Expected	24	80
	% Exceeding	8	27
Writing	% Expected	24	80
	% Exceeding	6	20
Maths	% Expected	24	80
	% Exceeding	6	20

EYFS

With a low cohort, and below local and national standards in 2015, EYFS continued to be a focus this year. We have just missed our target with 50% achieving a GLD and the target being 56%. The EYFS leader, Polly Smith-Hughes, was new to EYFS this year but with a wealth of KS1 knowledge and a clear vision as to how to raise standards she has worked hard to maintain the standards achieved last year. We have faced some challenges this year and despite changes to staffing we have retained a strong EYFS team. We have been moderated this year and so we know that our teacher assessment judgements are accurate.

Phonics

22 pupils (73%) have passed the phonics test. Our phonics results are broadly in line with our target of 75%. If our SEN pupil in Year 1 was disappplied then the result would have been 76% and above our target. We are pleased with our results as it is an increase of 6% compared to last year.

Key Stage One

Key Stage 1 Good Practice Targets		Target %	Test results on a cohort of 30	TA results on a cohort of 30	+/-	Result with 2 disapplied	+/-
Reading	Expected	63%	50%	60%	-3%	64%	+1%
	Exceeding	17%	N/A	17%	-	18%	+1%
Writing	Expected	57%		57%	-	61%	+4%
	Exceeding	13%		17%	+4%	18%	+5%
Maths	Expected	63%	40%	50%	-13%	54%	-9%
	Exceeding	17%	N/A	13%	-4%	14%	-13%

Key Stage 2

Key Stage 2 Good Practice Targets		Target %	Test result with 1 disapplied	+/-	TA result with 1 disapplied	+/-
R,W & Maths	Expected	80%	TBC	TBC	69%	-11%
	Exceeding	20%	TBC	TBC	-	-
Reading	Expected	80%	TBC	TBC	76%	-4%
	Exceeding	27%	TBC	TBC	-	-
Writing	Expected	80%	TBC	TBC	79%	-1%
	Exceeding	20%	TBC	TBC	14%	-6%
Maths	Expected	80%	TBC	TBC	76%	-4
	Exceeding	20%	TBC	TBC	-	-
Grammar	Expected	N/A	TBC	TBC		
	Exceeding	N/A	TBC	TBC		

Despite the challenges of the new tests and the demands of the curriculum, we have met our KS1 targets. With the new KS1 leader in post and with the opportunity to build on good teaching in EYFS and Yr1, staff have worked hard to ensure the targets have been met. We always knew that this year would be challenging so we had an ITT student based in Yr2 which has enhanced learning and added to the teaching capacity. She worked with a target group of pupils each lesson which enabled the class teacher to work with smaller focussed groups. We have been moderated this year and so we know that our teacher assessment judgements are accurate.

This is the first year of the new, more demanding KS2 tests and, if the results come back as expected, we will not have met our 2015/16 targets. The results don't include one child who was newly arrived and will meet the criteria for disapplication. We have had a stable Yr6 team, all of who have a wealth of experience and a proven track record of raising standards, but despite this results will have fallen when compared to last year.

Priority 2: Teaching and Learning

Priority

Ensure that the overall judgement for the quality of teaching is good with outstanding practice in each phase by:

- Providing INSET which develops inspirational and engaging teaching and promotes independence
- Developing a collaborative coaching model within school
- Ensuring the teaching of basic skills is embedded across the curriculum

Success Criteria

- Teaching is judged to be good or better and 50% is judged to be outstanding. Any teaching that requires improvement is rapidly improving, the result being that pupils learn well and make good progress and we are at least in line with national expectations

- The **majority** of teaching is judged to be **good** or better and improving. End of KS2 attainment is broadly in line with national expectations and progress, from low starting points in Nursery, is good. There is outstanding practice within each phase.
- The most recent round of observations were led by myself and the DHT Bhav Patel. Of the teaching observed, 100% was judged to be good or better. It should also be noted that these figures represent a snap shot of teaching observed and the books also tell a favourable story, demonstrating the progress made, and are reflective of the good and better teaching which children are exposed to on a daily basis.
- During the year INSET has been provided which has proved to be highly successful. During the autumn term Will Ryan delivered INSET on a range of T&L strategies such as the three generational lesson, non-verbal introductions, time around craftsmanship and the 6 word story. In the spring term Jonathan Lear shared ideas around composing songs to capture learning, wonderings, authentic outcomes and immersive classrooms. The INSET from both Jonathan Lear and Will Ryan revisited good questioning skills and this aspect of effective teaching and learning features strongly in our best lessons.
- We launched our new handwriting scheme in the autumn term and although challenging for staff and pupils, everyone has embraced the new style and as much school literature as possible is now written in a cursive script. We continue to monitor the teaching and assessment of basic skills. A variety of books, are scrutinised every term in line with the monitoring cycle and staff are provided with feedback including how misconceptions and spelling and grammar mistakes are addressed.
- Adele Robinson has flourished as a student and our judgements that she is consistently good or better have been externally validated. In September she will take up a teaching post in school as the Year 4 teacher.
- The SENCo has continued to work with staff to ensure personalised learning opportunities are well matched to pupils' needs and interests, particularly with SEN pupils. Although more able pupils are being consistently challenged, there is still further work to do with more able pupils in all year groups to ensure consistency across school.

Priority 3: Leadership and management

Priority

- **Apply for the Inclusion Quality Mark**
- **Apply for the NQT Quality Mark**
- **To further develop leadership capacity across all levels across the school.**
- **Further enhance the work of the governing body so they can have greater influence in determining the strategic direction of the school.**

Success Criteria

A successful application will demonstrate that:

- **the learning, achievements, attitudes and well-being of every young person matters.**
- **pupils' varied life experiences and needs are taken into account**
- **all pupils have equal opportunities, whatever their age, gender, ethnicity, attainment and background.**

A successful application will demonstrate that:

- **we have an outstanding commitment to NQT induction**
- **we have met all the assessment requirements**
- **We have the capacity to 'grow our own' future leaders**

Through talent spotting, coaching and mentoring we can develop our own future leaders

The governing body are fully and systematically involved in evaluating the school. They show determination in challenging and supporting the school in tackling weaknesses and so bringing about necessary improvements.

- We decided to apply for the NQT Quality Mark earlier than planned as the work that had been completed last year was exemplary. Pat Onions visited in July 2015 to validate the work

done in school and we were successful in achieving the mark with some lovely complimentary feedback.

- Joan Amphlett has attended a provisional meeting regarding the quality mark and has a good understanding of the work involved. We have decided to delay the application until next year as Joan has an ever demanding workload and has had to prioritise work in school above the application.
- Charlotte Wetton has worked hard to develop our new English curriculum. By working with Pauline Allen during the summer term she identified the quality texts to use as a stimulus throughout the year and as a result standards in writing have continued to rise. Displays around school in the autumn term focused on the key text used and formal observations at the same time focussed on the use of key text to teach writing.
- During the course of the year Lizzy Amphlett, the new KS1 leader, has attended several Y2 training days which have focused on Curriculum and Assessment. Following the training she reviewed current good practice and expectations, considered the changes necessary to meet the demands of the challenging curriculum and began to consider the implications of the new assessment procedures.
- Charlotte Wetton continued to be highly effective in her role whilst simultaneously working on her NPQSL. She has now completed the course and gained the qualification but unfortunately we won't reap the benefit as she has secured a promotion and is due to take up a DHT post. With Charlotte moving on we have a gap in our leadership team but it is our intention to wait until next year to see if we have staff internally who could grow into a leadership role. Our post NQTs have reported that at the moment they are happy concentrating their efforts in their classrooms and feel fulfilled in their current role.
- Having changed the instrument of the governing body last year, we reviewed the role of link governors and their role in driving school improvement. As governors have become more informed, they are better placed to challenge/ support and hold leaders to account. Although there is still work to be done, governors are more effective than ever and the governing body is working smarter, with clear roles and responsibilities identified. Governors are represented at key QA meetings but we still need to do more to ensure this is embedded. Some governors meet with staff but we still need to ensure this happens consistently throughout the year. Governors have been able to attend parents' meetings but again we must ensure this happens regularly. The governor action plan was circulated and we have made good progress over the last 18 months but we need to review the plan.
- Leaders continue to develop in their roles and are proving to be a strength of the school. The EYFS leader Lizzy Amphlett continues to moderate in other schools and Charlotte has also been a moderator for KS2 this year.

Priority 4: Curriculum

Priority

- **Work with staff to plan and implement the St Matthew's approach to teaching English skills through key texts**
- **Ensure the smooth transition to the statutory curriculum for Year 2 and Year 6**

Success Criteria

- **Staff are confident and competent to plan, teach and assess the English curriculum through key text**
- **Staff continue to develop a cross curricular approach to delivering the curriculum**
- **The curriculum exploits every opportunity to consolidate the teaching of basic skills and address gaps in learning, helping to overcoming barriers to learning.**
- **The National Curriculum is implemented in full and staff feel confident to plan, resource and deliver it.**
- **The curriculum continues to offer countless opportunities to reinforce key teaching points and to address gaps in learning.**

- Charlotte Wetton has worked hard to develop our new English curriculum. By working with Pauline Allen she identified the quality texts to use as a stimulus each term. Displays around school in the autumn focused on the key text used and formal observations focussed on the use of key text to teach writing. Her work around the key texts has ensured that standards in writing have remained high.

- During the course of the year Lizzy Amphlett, the new KS1 leader has attended several Y2 training days which have focused on Curriculum and Assessment. Following each session she has reviewed her practice and expectations, considered the changes necessary to meet the demands of the challenging curriculum and considered the implications of the new assessment procedures. Charlotte Wetton, our Year 6 teacher was equally well prepared having been in the year group for two years and becoming a KS2 moderator for writing this year.
- Planning and learning for all subjects is monitored on a termly or yearly basis. Staff are provided with detailed feedback and actions to implement. As a result our curriculum provision continues to be good.

Priority 5: Assessment

Priority

- **Embed the St Matthew's approach to assessment 'Stages of Learning' whilst preparing for the new National Curriculum and assessment arrangements for pupils in Years 2 and 6**
- **Prepare for the new EYFS baseline assessment Early Excellence**
- **Continue to develop consistency in marking and feedback.**

Success Criteria

- **Teachers are empowered to make accurate assessment judgements and identify gaps that that may exist in pupils learning.**
- **Teachers and other adults are acutely aware of their pupils' capabilities and of their prior learning and understanding, and plan very effectively to build on these.**
- **Assessment criteria identifies age-related expectations in each core subject in order to monitor progress and attainment.**
- **Early Excellence is used effectively to provide baseline entry data for pupils who will leave KS2 in 2022**
- **Assessment and marking is used to address targets, consolidate basic skills and correct misconceptions.**
- **Through accurate assessment and AfL strategies, pupils are informed about how to improve their work across the curriculum.**
- **Pupils understand how to improve their work and are consistently supported in doing so.**

- In the autumn term, INSET was provided outlining how Stages of Learning should be used as ongoing teacher assessment in order to: assess what children can and cannot do; identify gaps in children's knowledge and understanding in order to plan next steps; establish gaps in curriculum coverage; inform planning and set targets for pupils.
- Our approach to assessment was shared with parents during the parent consultation evenings in the autumn term. Summer term data was used to support discussions at parents' evening to inform parents/carers about their child's progress and whether they are working at the 'emerging', 'expected' or 'exceeding' level for the stage they are learning and being assessed at. Having now used 'Stages of Learning' for a year we have identified glitches in the system which have made us check the validity of some of the data produced and so we are trialling another assessment system- Classroom Monitor which will be used to enhance the system we currently have in place.
- Early excellence (EExBA) was completed in the autumn term. Entry assessment data showed that the average score was 27/50. For well-being and involvement 26.7% scored well below typical, 20% scored below typical, 36.7% scored typical and 16.7% scored above typical. For characteristics of effective learning 16.7% scored well below typical, 30% scored below typical, 26.7% scored typical and 26.7% scored above typical. For prime areas of learning and development 40% scored well below typical, 33.3% scored below typical, 13.3% scored typical and 13.3% scored above typical and for specific areas of learning and development 13.3% scored well below typical, 30% scored below typical, 46.7% scored typical and 10% scored above typical. Next year there will be no statutory requirement to administer a government recommended baseline assessment.
- The Marking and Feedback policy has been reviewed with all staff and details exactly how we mark and feedback in each subject. The policy ensures we have a clear and consistent approach which reflects best practice in terms of how we assess learning and feedback to pupils at St Matthew's. We are now working on consistency both within each key stage and

throughout the whole school. We are currently reviewing our assessment policy so it reflects our approach to assessment and includes our assessment procedure-Stages of Learning and Classroom Monitor

Priority 6: Well being and SMSC

Priority	Success Criteria
<p>Improve the lunchtime experience for our pupils</p> <ul style="list-style-type: none"> ➤ Introduce Playground Pals to support play and collaboration at lunch time ➤ Encourage pupils to make healthy choices at lunchtime ➤ Ensure pupils make the right choices for their behaviour <p>All pupils attend school regularly and are punctual.</p> <p>British values are promoted and celebrated</p>	<ul style="list-style-type: none"> ➤ Through the initiative, playtimes are more active and harmonious; with the potential for minor disputes being reduced ➤ Pupils are provided with the opportunity to take responsibility for an aspect of school improvement and make a positive contribution to school life. ➤ Pupils are supported in, and encouraged to make healthy choices ➤ Behaviour at lunchtime is consistently good ➤ Attendance to be securely at 96% and the expectation being that arriving or collected late is unacceptable. ➤ Pupils understand what British Values are and understand how they link to our school values (Faith, Respect, Choices and Learning Together)

- 12 KS2 pupils have been trained to be Playground Pals to provide peer support at lunchtimes and are led by the lead lunchtime supervisor, who also attended the training. The team have regular meetings with the lead LTS with follow up activities to provide ongoing training. An additional lunchtime supervisor has been recruited to enable the lead lunchtime supervisor to focus Playground Pals along with monitoring pupils' behaviour and safety.
- We continue to encourage our pupils to make healthy choices but some still struggle to try new foods. A lunchtime supervisor shares the menu with our youngest pupils and our older pupils support children in KS1 to make their lunchtime choice from the daily menu.
- Despite encouraging pupils to use their water bottles not all children have them in school. Drinking water is freely available from taps in the classrooms.
- We continue to work hard to improve the lunchtime experience for our pupils. Lunchtime staff are highly committed to ensuring the best provision and work hard to ensure they are successful in their roles. We still have work to do around behaviour with some of our more challenging pupils but we are constantly reviewing our approach with them. Regular meetings ensure that key messages are communicated and concerns addressed.
- Attendance last year was 96.6% and to date is currently 96.51%. With our excellent systems in place we have again met our attendance target for this year.
- British Values have been a focus of our assemblies. We have a display in the entrance which reminds all stakeholders about British Values and how we promote them at St Matthew's. All staff have received PREVENT training and children in Yr5 /6 have had workshops led by the police and Rewind. Our Citizenship programme has been refined for KS2 and is proving to be successful. The programme allows staff in KS2 to focus on four key elements of citizenship: Developing confidence and responsibility, preparing to play an active role as citizens, leading healthy and safe lifestyles and developing good relationships and respecting the differences between people

Priority 7: Partnerships and Community

<u>Priority</u>	<u>Success Criteria</u>
<ul style="list-style-type: none"> ➤ To recruit an army of volunteers to work in school ➤ Share how we teach the four operations in each year group and make the information easily accessible on the school website. ➤ Ensure parents are fully informed about all aspects of their child's learning, the curriculum and wider aspects of school life and continue to facilitate excellent relationships with families 	<ul style="list-style-type: none"> ➤ Each class has at least one volunteer to enhance learning which already takes place such as hearing readers, supporting pupils in accessing resources, helping in the library, supporting extracurricular activities or working with individuals/groups. ➤ Parents are empowered to support learning by having access to a series of e-how video clips which demonstrate how we teach the four operations. ➤ Parents are empowered to support their child's learning by: <ul style="list-style-type: none"> ○ Being able to support their child with their reading, writing and maths targets ○ Having an overview of the curriculum ○ Being able to contribute to school improvement and self-evaluation.
<ul style="list-style-type: none"> • We have managed to recruit an additional two volunteers but we still need more. We have students in school at every opportunity and this helps greatly with learning in the classrooms. • The INSPIRE workshops in the autumn term focussed on how we teach the last two of the four operations (multiplication and division) • All classes have now completed their E-how videos but they are not on the website due to a lack of space. We have contemplated setting up a youtube channel to share the videos but at present we have not begun this as we would ideally have them on our new site. • During the autumn term we actively supported parents in accessing Parent View and the responses were very positive. Of the 24 parents who completed the questionnaire all responses were either strongly agree or agree and only two questions generated a disagree response from one parent. • The market stall was again a success and the feedback from parents was positive. They reported that they enjoyed having the opportunity to meet with staff informally at the start of the year and liked having the curriculum displayed in an engaging and informative way. 	

Priority 8: Premises	
<u>Priority</u>	<u>Success Criteria</u>
<ul style="list-style-type: none"> ➤ Fix the paving slabs at the top of the playground by replacing them with tarmac and remove the concrete planters ➤ Improve the school environment, particularly in the hall by replacing the hall curtains ➤ Finish the programme of refurbishment by replacing the carpets and wet areas in KS1 ➤ Further consider how to develop the land adjacent to school. 	<ul style="list-style-type: none"> ➤ Pupils are safe whilst on the playground. All trip hazards are addressed and the slabs are replaced with soft tarmac ➤ The storage area on the stage looks aesthetically pleasing and the curtains provide an appropriate backdrop for school productions ➤ The programme of replacing carpets and wet areas is completed ➤ The land which has been created by demolishing the caretaker's house can be used to realise the vision of the school and wider community
<ul style="list-style-type: none"> • The area at the top of the playground was tarmacked over the summer and the broken paving slabs replaced. • The hall curtains were replaced over summer. 	

- The carpet and wet areas in KS1 were replaced over the summer
- There is still great uncertainty around the development of Windmill Lane and so we continue to monitor changes as they happen so we can make an informed decision.
- Plans for next year include remodelling the entrance, replacing the hall floor and blinds and refurbishing the office.